



Promoting Learning  Development Across the Lifespan

EDCI 669-001
Advanced Methods of Teaching Secondary English
(3 Credits)

Spring 2015

Instructor: Dr. Arvinder Johri

Date and Time: Thursdays 4:30-7:10

Class Location: Robinson Hall B108

Email: ajohri10@gmail.com

Office hours: by appointment

Course Description

Prerequisite: EDCI 569. This is the second course in a two-part sequence of courses for preservice English teachers. This course guides students in working effectively with national and local standards for teaching secondary English.

Class Meetings

Thursdays, 4:30 –7:10 pm; Robinson Hall B108

Please note that our class will meet face-to-face on the Fairfax campus twelve of our class sessions and via Blackboard for asynchronous sessions during two classes. During class meetings there will be large group, small group, and individual activities. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

Course Materials Online

The Blackboard site can be found at <http://courses.gmu.edu>

Use the same login as your Mason email

Blackboard 9.1 will be used for the course. Access Blackboard by following these steps:

1. Go to <http://mymason.gmu.edu>

2. Login using your NETID and password.
3. Click on the “Courses” tab.

Double-click on our course number under the “Blackboard 9.1 Course” heading

Course Learning Outcomes and Objectives

This course focuses on best practices in English education including the use of technology and meeting the needs of diverse learners and English language learners as called for by the Standards of Learning (SOLs) for Virginia Public Schools and English/language arts standards as outlined by National Council of Teachers of English (NCTE).

NCTE/NCATE Standards for Initial Preparation of
Teachers of Secondary English Language Arts, Grades 7-12
Approved October 2012

Content Knowledge

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how

learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Content Pedagogy: Planning Composition Instruction in ELA

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Learners and Learning: Implementing English Language Arts Instruction

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Relationship to Program Goals and Professional Organizations

EDCI 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage the integrated study of language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing diverse learners as called for by the *Standards of Learning for Virginia Public Schools* and *National English Education Standards* and as outlined by the National Council for Accreditation of Teacher Education (NCATE), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

College Expectations and University Honor Code

The Graduate School of Education (GSE) expects that all students exhibit professional behavior and dispositions:

Commitment to the profession

Promoting excellent practice

Excellence in teaching and learning

Advancing the profession

Engagement in partnerships

Commitment to honoring professional ethical standards

Fairness

Integrity

Honesty

Trustworthiness

Confidentiality

Respect for colleagues and students

Commitment to key elements of professional practice

Belief that all individuals have potential for growth and learning

Persistence in helping individuals succeed

High standards

Safe and supportive learning environments

Systematic planning

Intrinsic motivation

Reciprocal, active learning

Continuous, integrated assessment

Critical thinking

Thoughtful, responsive listening

Active, supportive interactions

Technology-supported learning

Research-based practice

Respect for diverse talents, abilities and perspectives

Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue

Self-improvement

Collective improvement

Reflective practice

Responsibility

Flexibility

Collaboration

Continuous, life-long learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation

Awareness of practices that sustain unequal treatment of unequal voice

Advocate for practices that promote equity and access

Respects the opinion and dignity of others

Sensitive to community and cultural norms

Appreciates and integrate multiple perspectives

College of Education and Human Development Statement of Expectations

All students must abide by the following:

- Professional Dispositions – Students are expected to exhibit professional behaviors and dispositions at all times. See <http://gse.gmu.edu/facultysaffres/profdisp.htm>. for a listing of these dispositions.
- Students must adhere to the George Mason University Honor Code (see <http://academicintegrity.gmu.edu/honorcode/>).
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (see <http://ods.gmu.edu>).
- Students must follow the university policy for the Responsible Use of Computing (see <http://universitypolicy.gmu.edu/1301gen.html>).
- Please note that plagiarism encompasses the following (from the Mason Honor Code online at <http://mason.gmu.edu/~montein/plagiarism.htm>):

- Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgement.
- Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement
- Paraphrasing involves the taking of someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary action.
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counselors who offer a wide range of services to enhance students' personal experience and academic performance (see <http://caps.gmu.edu>)
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website: <http://gse.gmu.edu/>.

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://alert.gmu.edu>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://cert.gmu.edu/>.

Sustainability at GMU

George Mason University is focusing on making our community "greener" and reducing the impact on the environment. This course will contribute to this effort in the following ways. I hope that you will create other ways to contribute to this effort.

Handouts will be available electronically through the Blackboard platform.

All assignments will be submitted through the Blackboard at MyMason.

Please consider reducing waste in your teaching practice.

Incorporate teaching sustainability in the content of your lesson plans (for example, human's role in reducing their impact on the environment.) Think about what the next generation needs to know about "greening."

Required Texts

Buckley, E. M. (2011). *360 degrees of text: Using poetry to teach close reading and powerful writing*. Urbana, Ill: National Council of Teachers of English. ISBN 978-0814160237

Campbell, K., & Latimer, K. (2012). *Beyond the five-paragraph essay*. Portland, Maine: Stenhouse. ISBN 978-1571108524

Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English language arts* (3rd ed.). Heinemann. ISBN 978-0325008172

Hesse, H. (1981). *Siddhartha*. Bantam Books. ISBN 978-0553208849

Holden, J. & Schmidt, J. (2002). (Eds.) *Inquiry and the literary text: Constructing discussions in the English classroom*. Urbana, IL: National Council of Teachers of English. ISBN 978-0814123430

Recommended Texts

Burke, J. (2012). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession*. (4th ed.). Heinemann.

Smagorinsky, P. (2007). *Teaching English by design: How to create and carry out instructional units*. Heinemann.

Spandel, V. (2012). *Creating writers: 6 traits, process, workshop, and literature*. (6th ed.). Pearson.

Students are also recommended to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

Resources

George Mason library: <http://library.gmu.edu>

What Kids Can Do: www.whatkidscando.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vusra.org

International Reading Association: www.reading.org

National Reading Conference: www.nrconlin.org

National Council of Teachers of English: www.ncte.org

Figment: <http://figment.com>

Movella: <http://www.movellas.com/>

The Poetry Foundation: <http://www.poetryfoundation.org/>

Voice of Literacy: <http://www.voiceofliteracy.org/>

Adolescent Literacy: <http://www.adlit.org/>

Association of Literacy Educators and Researchers: www.aleronline.org

TED website: <http://www.ted.com/talks>

Personal Philosophy

As an interactionist and constructivist I see my students as active, creative participants who construct their social worlds, not as passive, conforming objects of socialization (Mead, 1934). The classroom provides the socio-political milieu in which reading and writing skills are socially negotiated, shared meanings are created and skills meaningfully align in a cyclical negotiation (Blumer, 1986). It is important to promote a culturally responsive pedagogy by examining culturally diverse texts and by celebrating students' cultural voices as every student is a storyteller and a "writer with a thousand stories worth reading" (Bloome, 2001, p. 304).

Attendance and Participation

Attendance at each class session and field experience is critical and required. Your attendance, thoughtfulness, preparedness, clarity and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on class material, complete all assignments on time, and contribute both as a listener and thoughtful speaker in class discussions. Absences and tardies, both in class and fieldwork assignments will impact your grade. Two tardies or early departures are equal to one absence, and missing 30% or more of class sessions will result in automatic failure of the course. If you must be late to or miss a class, you must contact the instructor ahead of time. Please note that this policy makes no distinction between “excused” or “unexcused” absences or tardies. If unavoidable circumstances prevent attendance at a class, please call the instructor in advance and contact a classmate to discuss missed assignments.

Course Expectations and Projects

All written work must be typed, double-spaced, in 12 pt. font, with 1-inch margins, and must be submitted electronically. All projects are due by midnight (Eastern time) on the day of the given course session. **Please turn off all cell phones, computers and pagers when conducting fieldwork assignments and during class.**

Course Assignments

Wonder Notebook

Field Experience notes, learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions and in the required readings; these assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today’s secondary classrooms. Wonder Notebook assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities and will be shared periodically with classmates and the instructor. Your Wonder Notebook can be set up in any fashion that suits you, but should include sections for (1) Field Experience Observation Notes and Reflections, (2) in-class responses to various prompts, and (3) reflections on assigned course readings, at a minimum. Feel free to add other sections as you deem useful.

In the **Field Experience** section of your **Wonder Notebook**, please consider the following questions as *possible* foci for observation and reflection:

- **Curriculum and Instruction in Writing.** Write a brief description of the approach to the teaching of writing used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the writing curriculum described? What strategies are recommended? What approach to the teaching of writing seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to writing instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a writing lesson/activity. Observe the teacher’s instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
- **Student Writing.** Arrange one of the teachers in your field placement to read through a class set of student writings. (a) Describe the content of the writing: what was the assignment? How much time, in-class, and/or at-home, was allotted for writing? What format/genere of writing was done? Are these drafts or revised versions? (b) Based on what you see in these papers, assess the strengths and needs of these student writers. What do these student writers do well? What difficulties are evident in their writing?

Using what you have learned from your reading about writing instruction, try to identify patterns in the student writing. What instructional “next steps” would you recommend for these writers? (c) How does this teacher record/evaluate student writing? (If the cooperating teacher approves it and provides guidelines, try responding to or grading the student writing. (d) Make a copy of at least one student paper (with the students’ names deleted), and try writing comments on it.

- **Curriculum and Instruction in Language Skills.** Write a brief description of the approach to language study used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the study of language described? What strategies are recommended? What approach to the teaching of language seems to be reflected in the document? (b) Discuss with your cooperating teacher his/her own approaches to language study. What strategies does he/she recommend? (C) At least once during the semester, arrange to observe a skills lesson/activity. Observe the teacher’s instructional procedures very carefully; if possible, discuss the objectives, procedures and planned assessment with the teacher.
- **Curriculum and Instruction in Reading/Literature.** Write a brief description of the approach to the teaching of reading/literature used by your cooperating teacher and/or the school. As part of this assignment, (a) peruse the school/district program of study. How is the literature curriculum described? What strategies are recommended? What approach to the teaching of reading/literature seems to be reflected in this document? (b) Discuss with your cooperating teacher his/her own approaches to literature instruction. What strategies does he/she recommend? (c) At least once during the semester (and preferably more often), arrange to observe a reading/literature lesson/activity. Observe the teacher’s instructional procedures very carefully; if possible, discuss the objectives, procedures, and planned assessment with the teacher.
- **Works of Literature in the Curriculum.** What works of literature are included as part of the curriculum at your assigned school? Who teaches what books at what grade level? In order to get a sense of the literature taught at your assigned school, ask for a copy of the departments’ book list, browse the English department’s book room, and/or interview the department chair and/or your cooperating teacher. Are there any newly-purchased books? If so, what are they and how/why were they selected? Are multicultural works included in the curriculum? How about adolescent literature? How many works are assigned each academic year? How often do students read self-selected works?
- **Teacher Interview.** At some point during the semester, please arrange a convenient time for an interview /discussion with the cooperating teacher, department chair and/or the school administrator in charge of the English department. Find out as much as you can about the profession. Why did this teacher become an English teacher? Why does he/she stay in the field? What are the most rewarding aspects of teaching English? What are the most discouraging aspects? What important issues face English teachers today? What are the biggest challenges for the future? What suggestions does this teacher have for you as you enter the profession? Write a summary of your interview and what you learned from it.

Fieldwork Form

Although you will use your Wonder Notebook to capture what is happening in your field placement during your observations, you are expected to submit the following separately.

- **SUMMARY OF FIELD ASSIGNMENT.** Please organize a typed record of (a) basic school and classroom information about your assigned field placement, (b) a list of the dates and times of

your visits, and (c) a brief description of your observations and activities. Please ask your cooperating teacher(s) to sign your summary. One possible format:

School Information: *Description of school-based information obtained from school website, your observations, and informal discussions with teachers.*

Department Information: *Teachers, courses offered, meetings, issues, approaches.*

Teachers/Classes Observed: *Brief listing/description of teachers and classes observed.*

Date	Arrival	Departure	Observation/Participation	# of hours
Monday 10/30	8am	12pm	Observed English 9 discussing a Cheever short story (Mrs. Smith) Assisted with peer response groups in creative writing class (Mr. Gomez)	4 hours

Literature Response Group Project.

You will collaborate with your group members (4-5 members per group) to complete the following:

1. Conduct a 10-minute literature circle on assigned chapters of the text Siddhartha which should include completed lit. circle notes on assigned/selected responsibilities and perceptive and thoughtful contributions to the discussion
2. An originally created (by your group), recorded trailer on the assigned chapters or a self-selected technology-based artifact which should be discussed with the instructor prior to the presentation.

Check out the following resources for book trailer tips:

<http://www.movellas.com/blog/show/201410221257345866/project-remix-authors-corner-extract>

<http://www.worldbookday.com/booktrailers-online/>

<http://readingagency.org.uk/young-people/003-skills/5-tips-for-making-a-book-trailer-that-works.html>

3. Implement one lesson plan for the entire class which should include 2 strategies for inquiring into texts from the textbook Inquiry and the Literary Text, writing application, text pairing that could be taught in conjunction with the chapters, and a formative assessment for understanding. The lesson should focus on critical discourses and exploration of essential questions, overarching themes, plot elements, cultural and historical milieu, and global issues in the assigned chapters.

Close Poetry Reading Lesson Plan

You will work with a partner to present an overview of an assigned lesson in the text 360 Degrees of Text which should include a synopsis of the lesson's effective/ineffective procedures/strategies and suggestions for extensions to the lesson. You are also required to implement a part of the lesson that should include one or more of the following components: close reading of the text; performance of a poem; genre switch, and writing. Your presentation and lesson implementation should not exceed 20 minutes.

Teacher Identity Reflective Paper

Blend reflections on your evolving sense of identity as a teacher with the field experience notes captured in your Wonder Notebook into a reflective paper. This paper should incorporate where you began to think of yourself as a teacher, what you have observed in the field (and your reflections on these observations), things we've read, written and discussed, any outside research – into a final reflection on how these things have led to the point you are in your evolution as a teacher at the end of the semester – and where you think you're headed in that evolving sense of yourself as a teacher as you head into your own classroom.

Unit Plan

As a culminating project for this course each student will use the “backwards design” process to develop a plan for teaching a two-week long, literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing and oral language; and provides authentic assessment. Please include at least one ‘paired text’ as a part of the unit. The unit must include at least one literary work(s), **and center on a theme**, as well as build on the strengths and needs of a diverse student population.

Long-range plans will include:

1. a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, and planned assessment techniques (including at least one authentic assessment),
2. Unit calendar (assume block scheduling, where classes meet for approximately 80 minutes a day, every other day),
3. Specific daily lesson plans, including support materials should be included for any *five* block-length lessons from the unit (which shall include at least one lesson emphasizing literature study, one incorporating writing, and one incorporating grammar/vocabulary instruction); each making clear connections between stated objectives and planned assessment. NCTE and SOL standards must also be included.
4. The unit plan must also include a rationale in which you explain your use of theory and research to argue for an approach to instruction that focuses on students’ varied uses of language; both oral and written.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the units will be scored using an evaluation rubric based on those standards (rubric is attached to this syllabus). The unit plan assignment is aimed at helping English education candidates consider how their students’ varied uses of language and no-print media can be related to the study of literature and visual and written composition.

WORK NOT COMPLETED OR FAILURE TO UPLOAD TO TASKSTREAM BY DUE DATE WILL RESULT IN AN “F” IN THE COURSE. FINAL PRODUCT IS DUE TO TASKSTREAM BY MIDNIGHT ON MAY 7, 2015.

The Unit Plan assignment **ONLY** will be graded using a system developed by Lisa Green, English Department Chair at Robinson Senior Secondary School. Eligible, *complete* Unit Plans may be revised and/or edited and resubmitted for a “higher grade” up until the final deadline. Each *complete* Unit Plan handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required). ***Incomplete Unit Plans handed in on the initial due date or late will not be eligible for revision and resubmission.*** Eligible Unit Plans may be revised and resubmitted as many times as you wish until the final deadline. At that point of “final deadline,” codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

All other course assignments must be considered final drafts and submitted no later than the posted due dates listed in the course schedule. *Late and/or incomplete assignments will not be given full credit*; in the case of extenuating circumstances, approval must be granted *in advance* by the instructor.

The grading system for graduate courses at GMU is as follows: A+, A, A-, B+, B, B-, C+, C, F. In this course, the following system will be used:

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

Grades of “A” in the course are earned by students who do exemplary, distinguished work. The A+, A, A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

EDCI 669 assignments are weighted as follows:

Attendance and Participation	20
Wonder Notebook	20
Literature Response Group Project	15
Close Poetry Reading Lesson Plan	10
Unit Plan	25
Teacher Identity Reflective Paper	10

Schedule of Topics and Assignments

NOTE: Schedule is subject to change depending on student need and other factors.

Date	Topic	Assignments/Readings due NEXT class
1/22 1	Introduction/Course Overview, Reader/Writer/Thinker Identity, Single Story Writing Activity	<ul style="list-style-type: none"> • Campbell & Latimer, Chapters 1 & 4 • Christenbury, Chapter 1
1/29 2	Online Class: Blackboard Discussion Formulaic Writing, Teacher, Student, School: The Dance of the Three, Assessing Literature Journals	<ul style="list-style-type: none"> • Campbell & Latimer, Chapter 2 • Christenbury, Chapter 5 • Holden & Schmit, Chapters 1 & 2 • Reflect in WNB on the readings • <i>Unit theme/text proposal due via email no later than 2/2</i>
2/5 3	Reader Response Theory, Literature Workshop, Literature Responses, Lit Circle Set-Up/Assignment, Group Profile Activity	<ul style="list-style-type: none"> • Christenbury, Chapter, 8 • Holden & Schmit, Chapters 4, 5, & 7 • Reflect in WNB on the readings • <i>Once Unit theme/text is approved, work on Unit Planning (bring Unit Plan overview draft to class for peer review)</i>
2/12 4	The Craft of Questioning, Teacher's Role, Student Generated Questions, Short Story Analysis Peer Review: Unit Plan Overview Draft	<ul style="list-style-type: none"> • Holden & Schmit, Chapters 9, 10, 11 • Reflect in WNB on the readings • <i>Prepare for Lit. Response Group Project - Group 1</i> • <i>Work on Unit Plan (bring copies of Unit Calendar to class for peer review)</i>
2/19 5	Critical Inquiry into Literature, Exploring Folklore Lit. Response Group Project - Group 1 Peer Review: Unit Plan Calendar Draft	<ul style="list-style-type: none"> • Christenbury, Chapter 6 • Readings on teaching grammar (posted on Bb) • <i>Prepare for Lit. Response Group Project - Group 2</i> • <i>Work on Unit Plan (bring copies of one lesson plan for peer review)</i>
2/26 6	Grammar Strategies/Lessons Lit. Response Group Project - Group 2 Peer Review: Unit Plan Lesson	<ul style="list-style-type: none"> • Campbell & Latimer, Chapters 5 & 6 • Christenbury, Chapter 7 • Reflect in WNB on the readings • <i>Prepare for Lit. Response Group Project - Group 3</i> • <i>Continue working on Unit Plan (bring copies of a new lesson plan draft to class for peer review)</i>
3/5 7	Models of Teaching Writing, Evaluating Essays Lit. Response Group Project - Group 3 Peer Review: Unit Plan Lesson	<ul style="list-style-type: none"> • Readings on teaching ELs (posted on Bb) • Reflect in WNB on the readings
3/12	SPRING BREAK	
3/19 8	Language Learners in the English Classroom – Strategies, Learning Approaches, Assessments Guest Speaker	<ul style="list-style-type: none"> • Christenbury, Chapter 9 • Read articles on technology integration (posted on Bb) • Reflect in WNB on readings • <i>Prepare for Lit. Response Group Project - Group 4</i>

3/26 9	Visual & Media Literacy, Film in the English Classroom, Technology Integration Lit. Response Group Project - Group 4	<ul style="list-style-type: none"> • Holden & Schmit, Chapters 13 & 14 • Spandel, Chapter 12
4/2 10	Online Class: Blackboard Discussion Assessments – Discussions, Seminars, Writings, Self-Assessment	<ul style="list-style-type: none"> • Buckley, Chapters 1& 2 (pp.33-41) • Reflect in WNB on readings • Work on Teacher Identity Paper Draft • <i>Bring 1 poem to class that you would like to teach to your students</i>
4/9 11	Poetry Analysis, Poetry Composing Activities, Poetry Pastiche	<ul style="list-style-type: none"> • Work on Teacher Identity Reflective Paper • Work on Unit Plan • <i>Bring copies of Teacher Identity Reflective Paper for Peer Review</i> • <i>Prepare for Close Poetry Reading Presentation/Lesson Plan</i>
4/23 12	Vocabulary Instruction Using Poetry to Teach Close Reading and Powerful Writing Lesson Plan Presentations, Peer Review: Teacher Identity Paper	<ul style="list-style-type: none"> • <i>Prepare for Close Poetry Reading Presentation/Lesson Plan</i> • <i>Bring copies of Unit revisions for Peer Review</i>
4/23 13	Teaching Non-Fiction - Strategies, Using Poetry to Teach Close Reading and Powerful Writing Lesson Plan Presentations, Peer Review: Unit Revisions	<ul style="list-style-type: none"> • Campbell & Latimer, Chapters 3 & 7 • Reflect in WNB on readings • <i>Complete Teacher Identity Reflective Paper - due next week</i> • <i>Bring your WNB with completed entries to class for self- and peer-evaluation</i>
4/30 14	Author's Craft, Writing with Mentors, Imitating Author's Stylistic Choices, Wonder Notebook Self- and Peer-Evaluation <i>Due: Teacher Reflective Paper</i> <i>Due: Wonder Notebook</i>	<ul style="list-style-type: none"> • Christenbury, Chapter 11 • <i>Complete Final Draft of Unit Plan - due next week</i>
5/7 15	Four Contemporary Challenges, Reader's Theatre, Evaluation <i>Due: Final Draft of Unit Plan</i> <i>Due: Summary of Field Assignment</i>	

GEORGE MASON UNIVERSITY**College of Education and Human Development Secondary Education Program****EDCI 479/669, “Advanced Methods of Teaching English in the Secondary School”****Unit Plan Description and Assessment**

*Aligned with 2012 NCTE Standards for
Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)*

As a culminating project for this course, each student will use the “backwards design” process to develop a plan for teaching a literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing, oral language, and language study; and provides for authentic assessment. The unit should revolve around a theme and build on the strengths and meets the needs of a diverse student population. Long-range plans will include a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, planned assessment techniques, the backwards planning chart, and a unit calendar. Specific daily lesson plans, including all support materials, should be included for any five block-length lessons from the unit; each lesson plan should make clear connections between stated objectives and planned assessment. The unit’s organization and methodological approaches should reflect current research and practice in the teaching of English/language arts.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the EDCI 479/669 instructors score the unit plans using an evaluation rubric based on the standards; a rubric follows the description of this unit plan. The unit plan assignment is aimed at helping English education candidates consider how their students’ varied uses of language and non-print media can be related to the study of literature and visual and written composition.

Unit Plan Format

- Overview of Unit
- Unit Plan Pre-Organizer/Backwards Planning Chart (handwritten notes are fine)
- Unit Calendar (word-processed, with enough detail that a substitute teacher could understand purposes, daily plans, and connections)
- Five 80-90 minute block-length lesson plans from the unit, which must include all of the following elements:
 - connection of daily lesson plan with larger unit
 - instructional objective(s) in learner terms
 - inclusion of a specific Virginia Standards of Learning benchmark
 - planned assessment(s)—including both informal (formative) and formal (summative)
 - lesson procedures, detailed enough for a substitute teacher to teach from
 - follow-up plans (homework or summary of next day’s plan)

- list of lesson materials, resources, and equipment
- all support materials attached

Suggestions for Planning the Unit

Follow these suggested steps:

- 1) Select a focus: Begin by selecting a focus for your unit plan, which must revolve in some way around the teaching of literature. Consider your own knowledge of and passions for literature; in addition, take a look at the literature curriculum for local-area public schools. Your unit plan must be thematic. A thematic unit often includes multiple works of literature with similar themes (i.e. a novel supplemented with a couple of short stories and some poetry). Examples of theme-organized units: “Surviving Against the Odds,” “The Search for Self,” or “The Power of Place” (which could be used with *The House on Mango Street*, combined with short stories, personal narratives, and poetry in which place, home, and/or setting are key elements).
- 2) Select a target student population: Browse the Virginia SOLs, and select what you believe to be an appropriate grade level for your unit. *Note: In “real life” teaching, you would, of course, begin with this step, as you would want to base your instructional planning on your knowledge of actual students and the required curriculum/SOLs for those students.*
- 3) Consider what other texts connect to your core text thematically. Strive to include a wide range of texts and media, including poetry, prose, film, music, art, fiction and nonfiction.
- 4) Develop a set of essential questions and enduring understandings, knowledge, and skills for the unit: What are the major learnings to be gained from your unit? What will you expect your students to know and be able to do at the end of the unit? How will your unit create a learning environment in which all students can engage in the learning? In what ways will you use the pieces of your unit to help students become familiar with their own and others’ cultures, and understand the role of arts and the humanities on their lives? Examples that could be used in connection with units revolving in some way around *The House on Mango Street*: What is the role of “place” in our lives? Why is it that humans often experience the conflicting desires to escape their pasts and yet also be drawn back home? Who is Esperanza? What are her key experiences, feelings, and goals as she moves through her early adolescence? How does her development parallel the development of adolescents in general? What is a vignette? Who is Sandra Cisneros, and how would you describe her writing style? What is imagery? How does Cisneros use imagery in *The House on Mango Street*, and how can I incorporate imagery in my own writing?
- 5) Consider possible ways to assess student learning: Once you have identified essential questions/enduring understandings and key knowledge and skills for your unit, try to generate possible ways of assessing what your students have learned. Based on the suggested understandings listed above in #3, examples might include a literary analysis essay on the writing style of Sandra Cisneros, a final project that asks small groups of students to discuss the role of place in literature and life, or the writing of a personal narrative containing strong imagery.
- 6) Work with the backwards planning unit pre-organizer chart: Now, begin to get more detailed in your thinking. Try filling out the unit plan pre-organizer chart with possible essential questions, enduring knowledge and skills, instructional goals in multiple strands of the language arts, SOL’s, benchmarks, and assessments that might become the basis of the unit. List more than you will need/use in the end. Remember that once you identify planned assessments, you will need to do some *task analysis* to consider what knowledge and skills students will need in order to successfully

complete your assessments. *Note: The term “benchmarks” refers to the bulleted lists that appear under the larger, more holistic SOL statements.*

- 7) Generate a long list of possible teaching ideas that will support your students’ learning of your unit’s key goals and their successful achievement on your unit’s major assessments: Here’s where you can begin to really think about the details of instruction. Get online for some lesson plan ideas. Observe your fieldwork teachers carefully for model lessons. Look back on course notes for activities we’ve talked about or actually done during class sessions. Remember your own best experiences from school. Be creative! List all sorts of possible ideas for instructional activities, ways to adapt instruction to meet the needs of your targeted age group and ability level, methods for incorporating media and technology, etc. You’ll probably end up with many more ideas and possibilities on this pre-planning chart than you will ever be able to use in your unit.
- 8) Create a unit calendar: Once you’ve done lots of idea generation, it’s time to try and see how it can all fit together in an organized way. Here’s a hint for an approach to preliminary calendar planning: (a) create a generic Monday through Friday monthly calendar on a large piece of paper, (b) write possible ideas for daily activities and assessments on small “stickies,” (c) move your stickies around on your calendar until you begin to get a sense of a workable plan. You will almost certainly end up abandoning some of the ideas on your stickies; remember that it is far more important to teach for understanding than to teach for coverage.
- 9) Write the required Overview of the Unit: Once your calendar is done, follow the steps below to write a brief overview of the unit. *Note: No section below needs to be longer than five sentences, and you can just list elements and examples where appropriate.*
 - Unit Focus: Identify the broad focus of your unit (i.e. Author Study of Sandra Cisneros, Genre Study: Drama); see #1 above.
 - Intended Grade Level: Identify the grade level or course for which you have geared your unit.
 - Narrative Overview of Unit: Provide a 3-5 sentence overview describing your unit plan; assume that your reader is another teacher who needs a quick summary of the key components of your unit.
 - Essential Questions/Enduring Understandings: List your unit’s essential question(s) and enduring knowledge and skills; what are the most important learnings your students will gain from this unit? Provide a picture of why this unit is important; see #3 above.
 - Major Goals and Objectives: List the major instructional goals/objectives; include the key Standards of Learning addressed in your unit.
 - Major Unit Assessments: List the major assessments planned for your unit; these major assessments should provide a way of assessing whether your students met the unit’s major instructional objectives.
 - Task Analysis for Major Assessments: Think carefully about the knowledge and skills your students will need in order to perform satisfactorily on your major assessments. List the knowledge/skills required here; and then keep in mind that the identified knowledge/skills must be *taught* as part of the unit or have been previously taught and learned.
 - List of Planned Instructional Procedures: List the major instructional procedures and activities planned for your unit. Check to make sure that your list represents multiple strands of the language arts and various teaching methodologies.
 - Description of Intended (or Imagined) Students: Here, describe your target students for the unit. Again, grade level and/or course? Characteristics of your learners? Background knowledge of your learners?
 - Possible Unit Adaptations to Meet Strengths and Needs of Learners: In this section, describe some ways in which you could adapt your unit to meet the needs of your students. Consider

factors related to motivation, culture, language, special needs, literacy issues, etc.

- 10) Write lesson plans: By now, you've got a good overall sense of your unit represented in both your Unit Overview and your Unit Calendar. Now it's time to begin working on more detailed plans for daily lessons. Peruse your unit calendar, and select days for which you will now develop detailed plans. Specific daily lesson plans, including support materials should be included for any five block-length lessons from the unit. *Please put an asterisk on each day of your unit calendar for which you develop a specific daily lesson plan.* Of the required lesson plans, at least one fully articulated plan must include activities designed to help students with language-related knowledge and/or skills integrated in such a way as to demonstrate your understanding of best practice methodology.

Overview of the Unit

Unit Focus:

Intended Grade Level:

Narrative Overview of Unit:

Essential Question(s)/Enduring Understanding(s):

Major Goals and Objectives (including reference to *key* SOLs):

Major Unit Assessments:

Task Analysis for Major Assessments:

List of Planned Instructional Procedures:

Estimated Time Frame for Unit:

Description of Intended (or Imagined) Learners:

Possible Unit Adaptations to Meet Strengths and Needs of Learners:

EDCI 479/669, “Advanced Methods of Teaching English in the Secondary School”

Unit Plan Description and Assessment

*Aligned with 2012 NCTE Standards for
Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)*

Name of candidate _____

Date _____

Rating		Description
NA/ IA	Not Assessable/ Initial Assessment	Given the nature of the assessment, the candidate cannot reasonably demonstrate complete understanding or mastery of the given standard. The standard is included in this rubric in order to introduce candidates to its relevance and to provide them with an initial, formative self, peer, and/or instructor assessment of their proficiency with this standard. An “NA/IA” score does not count toward the calculation of the mean score for this assessment.
0	Unacceptable	The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning. Specifically, a score of zero (0) is given when there is no evidence of the teacher candidate’s attempt to meet a particular NCTE standard, OR the attempt is “unacceptable,” as defined by NCTE.
1	Marginal	The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning. Specifically, a score of one (1) is given when the teacher candidate meets the “acceptable” level of criteria for a NCTE standard.
2	Meets Expectations	The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning. Specifically, a score of two (2) is given when the teacher candidate meets the “target” level of criteria for a NCTE standard.
3	Exceeds Expectations	The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning. Specifically, a score of three (3) is given when the teacher candidate exceeds the “target” level of criteria for a NCTE standard.

Notes

- **Required** elements are in *bold, italicized, and shaded*; **recommended** elements are in plain, unshaded text
- Minimum mean rating of 2.0 (with at least a rating of 1.0 for each measured standard) required for licensure.

Content Knowledge

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Criteria	Levels	Exceeds expectations (3)	Meets expectation (2)	Marginal (not met) (1)	Unacceptable (0)	Score
<p><i>Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</i></p>		<ul style="list-style-type: none"> • Candidate consistently and creatively exhibits knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes • Candidate is consistently and creatively able to use literary theories to interpret and critique a range of texts • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate exhibits knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes • Candidate demonstrates ability to use literary theories to interpret and critique a range of texts 	<ul style="list-style-type: none"> • Candidate exhibits limited knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes • Candidate demonstrates limited ability to use literary theories to interpret and critique a range of texts 	<ul style="list-style-type: none"> • Candidate exhibits no knowledge of a variety of texts that represent range of world literatures, historical traditions, genres, and experiences of different genders, ethnicities, and social classes • Candidate demonstrates no ability to use literary theories to interpret and critique a range of texts 	
<p>Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.</p>		<ul style="list-style-type: none"> • Candidate consistently and creatively exhibits knowledge about how adolescents read texts and make meaning through interaction with media environments • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate exhibits knowledge about how adolescents read texts and make meaning through interaction with media environments 	<ul style="list-style-type: none"> • Candidate exhibits limited knowledge about how adolescents read texts and make meaning through interaction with media environments 	<ul style="list-style-type: none"> • Candidate exhibits no knowledge about how adolescents read texts and make meaning through interaction with media environments 	

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Criteria	Levels	Exceeds expectations (3)	Meets expectation (2)	Marginal (not met) (1)	Unacceptable (0)	Score
<i>Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</i>		<ul style="list-style-type: none"> • Candidate consistently and creatively uses knowledge to plan standards-based, coherent, and relevant learning experiences utilizing range of texts • Candidate consistently and creatively plans instructional strategies that are motivating and accessible to all students • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate uses knowledge to plan range of standards-based, coherent, and relevant learning experiences utilizing limited range of texts • Candidate plans range of instructional strategies that are motivating and accessible to all students 	<ul style="list-style-type: none"> • Candidate uses knowledge to plan limited range of standards-based, coherent, and relevant learning experiences utilizing extremely limited range of texts • Candidate plans limited range of instructional strategies that are motivating and accessible to all students 	<ul style="list-style-type: none"> • Candidate exhibits no knowledge of ability to plan standards-based, coherent, and relevant learning experiences utilizing range of texts • Candidate exhibits no ability to plan instructional strategies that are motivating and accessible to all students 	
Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.		<ul style="list-style-type: none"> • Candidate consistently and creatively designs range of authentic assessments of reading and literature that demonstrate an understanding of how learners develop • Candidate consistently and creatively designs range of authentic assessments of reading and literature that address interpretive, critical, and evaluative abilities in reading, writing, speaking, 	<ul style="list-style-type: none"> • Candidate designs range of authentic assessments of reading and literature that demonstrate an understanding of how learners develop • Candidate designs range of authentic assessments of reading and literature that address interpretive, critical, and evaluative abilities in reading, writing, speaking, 	<ul style="list-style-type: none"> • Candidate designs limited range of authentic assessments of reading and literature that demonstrate an understanding of how learners develop • Candidate designs limited range of authentic assessments of reading and literature that address interpretive, critical, and evaluative abilities in reading, writing, speaking, 	<ul style="list-style-type: none"> • Candidate demonstrates no ability to design range of authentic assessments of reading and literature that demonstrate an understanding of how learners develop • Candidate demonstrates no ability to design range of authentic assessments of reading and literature that address interpretive, critical, and evaluative abilities in reading, 	

	<p>listening, viewing, and presenting</p> <ul style="list-style-type: none"> • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<p>listening, viewing, and presenting</p>	<p>listening, viewing, and presenting</p>	<p>writing, speaking, listening, viewing, and presenting</p>	
<p><i>Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</i></p>	<ul style="list-style-type: none"> • Candidate consistently and creatively plans standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading • Candidate consistently and creatively plans standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate demonstrates ability to plan standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading • Candidate demonstrates ability to plan standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies 	<ul style="list-style-type: none"> • Candidate demonstrates limited ability to plan standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading • Candidate demonstrates limited ability to plan standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies 	<ul style="list-style-type: none"> • Candidate demonstrates no ability to plan standards-based, coherent, relevant learning experiences in reading that reflect knowledge of current theory/research about teaching and learning of reading • Candidate demonstrates no ability to plan standards-based, coherent, relevant learning experiences in reading that utilize individual and collaborative approaches and a variety of reading strategies 	
<p><i>Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</i></p>	<ul style="list-style-type: none"> • Candidate consistently and creatively designs or selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes • Candidate identifies evidence of mastery of this element and/or articulates what 	<ul style="list-style-type: none"> • Candidate demonstrates ability to design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes 	<ul style="list-style-type: none"> • Candidate demonstrates limited ability to design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes 	<ul style="list-style-type: none"> • Candidate demonstrates no ability to design or select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes 	

	<i>evidence might look like in future classroom contexts</i>				
Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.	<ul style="list-style-type: none"> • Candidate consistently and creatively plans instruction that incorporates knowledge of language to facilitate students’ comprehension and interpretation of texts • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate plans instructional opportunities that incorporate knowledge of language to facilitate students’ comprehension and interpretation of texts 	<ul style="list-style-type: none"> • Candidate plans limited instructional opportunities that incorporate knowledge of language to facilitate students’ comprehension and interpretation of texts 	<ul style="list-style-type: none"> • Candidate demonstrates no ability to plan instruction that incorporates knowledge of language to facilitate students’ comprehension and interpretation of texts 	

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	<ul style="list-style-type: none"> • Candidate consistently and creatively plans instruction that reflects curriculum integration • Candidate consistently and creatively plans instruction that incorporates interdisciplinary teaching methods and materials • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate plans instructional opportunities that reflect curriculum integration • Candidate plans instructional opportunities that incorporate interdisciplinary teaching methods and materials 	<ul style="list-style-type: none"> • Candidate plans limited instructional opportunities that reflect curriculum integration • Candidate plans limited instructional opportunities that incorporate interdisciplinary teaching methods and materials 	<ul style="list-style-type: none"> • Candidate does not plan instructional opportunities that reflect curriculum integration • Candidate does not plan instructional opportunities that incorporate interdisciplinary teaching methods and materials 	
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Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Criteria	Levels	Exceeds expectations (3)	Meets expectation (2)	Marginal (not met) (1)	Unacceptable (0)	Score
<p>Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.</p>	<ul style="list-style-type: none"> • Candidate consistently and creatively plans and implements instruction that promotes social justice • Candidate consistently and creatively plans and implements instruction that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate plans and implements instructional opportunities that promote social justice • Candidate plans and implements instructional opportunities that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society 	<ul style="list-style-type: none"> • Candidate plans and implements limited instructional opportunities that promote social justice • Candidate plans and implements limited instructional opportunities that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society 	<ul style="list-style-type: none"> • Candidate does not plan and implement instructional opportunities that promote social justice • Candidate does not plan and implement instructional opportunities that promote critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society 		
<p>Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.</p>	<ul style="list-style-type: none"> • Candidate consistently and creatively uses knowledge of theories and research to plan instruction responsive to students' local, national and international histories, identities, and dialects • Candidate identifies evidence of mastery of this element and/or articulates what evidence might look like in future classroom contexts 	<ul style="list-style-type: none"> • Candidate uses knowledge of theories and research to plan instructional opportunities that are responsive to students' local, national and international histories, identities, and dialects 	<ul style="list-style-type: none"> • Candidate uses knowledge of theories and research to plan limited instructional opportunities that are responsive to students' local, national and international histories, identities, and dialects 	<ul style="list-style-type: none"> • Candidate does not plan instructional opportunities that are responsive to students' local, national and international histories, identities, and dialects 		

